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ABSTRACT

Traditionally, educational psychology has been a content-oriented course covering methodology, measurement, and learning theories. Recently, however, those in teacher education have been required to add a large clinical and field component to the course. An experiential taxonomy developed by Norman Steinaker and Robert Bell is flexible enough to include both components. This cyclical taxonomy is comprised of five stages: exposure, participation, identification, internalization, and dissemination. In this paper, use of the experiential taxonomy in an educational psychology class is detailed. Examples are given of the taxonomy's application with poetry, song, group discussions, personal experiences, and teaching models. Each of the stages is explained and analogies are used to illustrate each level. Key learning principles to be found in each of the stages are noted. Developmental stages and roles of teachers, learners, and evaluators who use the taxonomy are also discussed. (CJ)

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TEACHING-LEARNING REVISION

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TEACHING-LEARNING REVISION

In the Winter, 1981-1982 issue of Educational Studies, Philip Steedman reviewed William Roweton's My Reflections on Educational Psychology, Science, and American Schools in a positive manner. The latters' criticism of Educational Psychology is only equaled by that of the editor of the Journal of Teacher Education. Rather than to review the critique, this article will provide an alternative approach to the teaching of Educational Psychology.

For almost a quarter of a century I depended upon textbooks to achieve the traditional purposes: learning theory and instructional theory, measurement and evaluation, and teaching methods of special education as well as of general. I used Gage and Berliner at the time of my decision to revise my approach. The trigger which led to this decision was the determination I made that the students would gain most if they learned from the major studies included in the text and that they would gain this most easily if they worked with the graphs, charts, and tables in three phases: a general lecture would set the problem, a small group discussion would enable each to enter into the problem, and a whole class discussion would secure the results of their involvement. What this procedure revealed week after week was the invalidity of the textbook. The studies were not comparable. Their selections were arbitrary, yet their presentations were dogmatic.

Disillusioned, I was open to a new approach. It was at this time that I received a notice from the publishers of Experiential Taxonomy by Norman Steinaker and Robert Bell that there was a new approach to educational psychology. During the time between semesters, I examined the work thoroughly

and wrote a proposal for a grant to revise the course. The grant was given and I began a series of uses of the approach.

What, then, is this new approach? Steinaker was asked by Robert Bell to come up with a taxonomy which would go beyond the separateness of the affective, the cognitive and the psychomotor taxonomies. This unified taxonomy would grasp the wholeness of the human act of learning.

Steinaker considered the problem over several days with no success. Then he went to hear his pastor, Reverend Rice, preach. As he heard his introduction to the topic, "conversion", Steinaker slipped away into his own thoughts. Yes, he pondered, the basic human act of learning is a conversion. This contains the elements of the unified taxonomy. Paul at Damascus was exposed to the message. He participated in a questioning of its meaning. He identified with Christ and the Church. This internalization changed his life completely. After three years of retreat, Paul was ready to convert others by disseminating the message in his own way. He had his own experience as a pattern for exposing it to others. Thus, the cycle began once more. Steinaker named these stages: Exposure, Participation, Identification, Internalization, and Dissemination. The entire unified taxonomy, he called The Experiential Taxonomy. This included the fact that learning is a complex act of knowledge, affections, and the psychomotor as well as a classification of the elements entering into this act.

Though Steinaker had this insight during a brief sermon, he spent five years developing it for his school district and preparing it for publication. When he finally did so, he subtitled it, A New Approach to Educational Psychology. The fact that it is, became clear at a faculty seminar and at The Midwest Association of Teachers of Educational Psychology's 13th annual

conference at The University of Dayton. In the former instance, the faculty noted that the traditional approach is chiefly a content approach while the Experiential Taxonomy is chiefly a process approach. In the latter instance, the teachers of educational psychology concluded that it was a radical change from a traditional textbook approach.

In this paper, the latest use will be presented. Because the book is not a textbook, there are no typical aids built in, either for the student or for the teacher; therefore, in each use, the teacher must provide examples, learning experience and exercises, and directions for the students to use the principles of learning.

This term two poems have been used to provide continuity of example: "The Prayer, The Real Experience of a French Gunner," by Amelia Burr and "In School-Days" by John Whittier. The former is a poem of the problem of evil which portrays the contrast between childhood innocence, the brutality of war, and the nobility of the King of Belgium. The latter is a poem of the problem of cooperation in learning which portrays the memory of the poet's childhood experience in a spelling bee. Though the girl who loved him beat him, she waited at the end of the school day to tell him of her sorrow at beating him because she loved him. The poet, forty years later, shares this experience as rare. Each three weeks, the poems were experienced under Exposure, Participation, Identification, Internalization, and Dissemination.

Though the poems were read to the entire class, the students discussed them in small groups. Their experiences of the poems were shared. Gradually from Exposure through Dissemination, these experiences deepened and related more and more of the individuals' and the groups' past to

this common experience. A Vietnam veteran, for instance, disliked the first poem at the Exposure level. At the Participation level, he felt a creative linking with the experience.

The complexity of the Experiential Taxonomy and the emotional stimulus of the poems require a variety of uses of the groups. During the first three weeks, the initial Exposure period, the groups enable the students to relieve their feelings of confusion and frustration. During the Participation period, the group enables the students to carry out exercises in accord with directions. During the Identification period, the group enables the students to share data they have from their practicum, research, and class discussions. During the Internalization period, the group enables them to go deeply into one of the two major themes of the course: Discipline or Motivation. During the Dissemination period, the group enables the students to put on and participate in workshops on the themes.

To insure valuable group discussions, the two films: "Group Think" and "Anatomy of A Group" are shown during the Exposure period. The former contrasts the type of group dominated by an inbreeding of ideas and decisions with the type of group which is critical of itself. The latter outlines the characteristics of a group centering on the crucial one of the need for a common purpose.

During the Exposure period, there is a series of walk throughs of the taxonomy. The first is the experience Debbie Boone had with her hit song. The poems are then used. At the end of this period, the students write a three page typewritten description of Exposure using examples from their learning experiences, their practicum, or from some class including the present one.

The fact that The Experiential Taxonomy is not a textbook requires the students to supplement the descriptions and the process with their own experiences of teaching and learning. Each student must use the taxonomy on twelve of their own experiences. They find that many of their past experiences were not carried beyond Participation or Identification. The students are able to carry these beyond these levels.

Once the students have become familiar with the general stages or levels, they are ready to experience the strategies of each. Thus Exposure moves through five strategies: incentive conditioning, data presentation, demonstration, directed observation, and data exploration. Incentive conditioning is a presentation of the objective of the experience. Since the students do not have to know or understand the objective, the phrase "incentive conditioning" replaces an optional phrase "experiential objective". Next, the students are provided what they are to know. Frequently this is followed by a visual exposition: In order that the students might know just what it is they are to learn, the demonstration is followed by the directed observation. Finally, the teacher examines the data in a vicarious discovery manner.

Each of the levels has five strategies which go with them. The first four have something of a stage type approach while Dissemination is unique in that it can be either informational or homiletic. Thus, a sharing can be merely for the knowledge or it can be something a person wants to convince another of.

The students wait until the Identification level to examine the twenty-five strategies. During this three week period, they return to the earlier chapters to move from Exposure through Participation to Iden-

tification. All of the exercises and clinical and practicum experiences are reviewed from this perspective.

At the beginning of the term, each student is assigned a 20-hour practicum in a school at his or her level. In order to carry out observations and to fulfill simple teaching tasks, the student is asked to use the taxonomy in the school classroom. At the same time, a series of clinical exercises is begun. These include the following: observation of the taxonomic principles in the use of the poems, analysis of the class using these principles, carrying out an item analysis of a test on the material of the course, and an evaluation of the groups' workshops.

During the 10th week, the students share their experiences from the practicum. Two models are used at this time: the Diagnostic Prescriptive Teaching and the Precision Teaching model. The former is a four part model where the teacher diagnoses the problems of the learners, then prescribes a remedy, next implements it, and finally evaluates it. The latter is a behavioristic approach, following Skinner according to either Glaser's IPI or Keller's Plan. The students share the problems they have observed. Then they examine these from one of the two models. Finally they compare these two models with the taxonomy. This enables them to see the global use of the taxonomy. It also shows them the variety of observations available in school classrooms.

Once the students have a clear understanding of the movement of the taxonomy, they review the roles of the teacher, the learner, and the evaluator. While many systems stress the differences of these roles,

the Experiential Taxonomy recognizes a series of changes of these three roles by the teachers and the students. At first the teacher is the motivator, during Participation, the catalyst, during Identification, the moderator, during Internalization, the sustainer, and during Dissemination, the critiquer. While the teacher's roles change, so do those of the learners and evaluators respectively: During Exposure, the learner is the attender and the evaluator is the observer. During Participation, the learner is the explorer and the evaluator is the questioner. During Identification, the learner is the experimenter and the evaluator is the assessor. During Internalization, the learner is the extender and the evaluator is the measurer. During Dissemination, the learner is the influencer and the evaluator is the determiner. These role changes also cause a climate or mode change.

The mode changes, as will be seen, follow the strategies. During the Exposure, the mode is incentive conditioning.

Steinaker knew this approach was different from the rest of the field, but he recognized the value of the insights shared; therefore, he paired the levels of the taxonomy and key learning principles. In each level, he noted three principles which could be expected: Exposure involves Extrinsic Motivation, Focusing, and Anxiety Level. The students find no difficulty in locating these.

As the course begins, they find they must be convinced that the course is worth the effort. Because they have little or no understanding of the material or the process at first, they depend upon external bases for their motivation. Clarity is important in classes, so they watch for the degree of focusing on the important points during the early weeks of the course.

Even when this is done, they feel anxious. They hide their weaknesses. The teacher must use ways of reducing this in order to lead the students to participate. Participation calls for Initial Guidance. Whether they could do it or not on their own, most students need the security that they are on the right track. Then they are willing to participate.

Meaning Exploration is next. They must now learn what the material they were given in Exposure means. Until they get some meaning, they are hesitant to move on. This is because they need a feeling that there is a chance for success, the third principle under Participation. They want to feel good about themselves and the materials.

In Identification, the students need Personal Interaction. This principle involves the change from a somewhat distant relation to the subject at hand to a deeper, committed relation. Because the student is taking a risk by this involvement, the principle of Knowledge of Results becomes important. This leads to the application of the principle of Reinforcement. Where the student has failed, he or she is guided to reach back to an earlier stage of the learning process to fill in what has been missed. Where this is not the case, Reinforcement occurs; the student is ready for Overlearning, the link to Internalization.

At first, the principle of Intrinsic Transfer is initiated; by this the learner joins past knowledge and the present learning. In order to strengthen this the learner is expected to follow the principle of Differentiated Input. By repeated examples of the present learning, the student is assured of securing a fuller understanding.

Finally, in Dissemination, Extrinsic Transfer, Reward, and Intrinsic Motivation occur. Whereas, in Internalization, the significant transfer

is within oneself, now the material can be applied to instances outside of one's self. The result of this is reward. The learner is now ready to continue with Intrinsic Motivation.

Steinaker does not think these principles are limited to the particular levels but that the principles are most appropriately expected at each. And, secondly, that the operation of the principle is different at each level. Motivation, reward, and reinforcement are found at many levels, but at each they are clearly more or less important and expressed differently.

This brings us to the sixth chapter. Though others distinguish the roles of teacher and learner, Steinaker sees them as paralleling one another in change. During Exposure, while the teacher is motivating the students, they are attending. The evaluator is observing. During Participation, while the teacher is serving as a catalyst, the learner is exploring and the evaluator is asking questions. Then, in Identification, the teacher becomes a moderator, the learner takes over as the experimenter, and the evaluator assesses the interaction. Next, in Internalization, the teacher plays the difficult and delicate role of sustainer while the learner is extending what has been learned in one area to many others and the evaluator is measuring the depth of progress. Finally, in the Dissemination, the teacher acts as a critic while the learner is acting as the teacher did originally and the evaluator is determining the similarity between the original situation of the teacher and the final situation of the learner.

Once the students have begun to use the levels, the role changes, and the strategies to assess what they and the teacher are doing, they are

ready to code the process. The starting point for understanding the coding is Plato's Analogy of the Cave. A film of this is presented twice. During the first showing, the students listen and watch only to become aware of the overall movement from Exposure to Dissemination. On the second showing, they code beginning with 1.1 (Incentive Conditioning). The film states that the purpose of the analogy is to move the prisoner from a state of unenlightenment to one of enlightenment. The data presentation involves the situation in the cave: The chained slaves, the shadows, the echoes. This demonstration involves finding how the slaves are to learn through the unchaining and freeing. The directed observation includes the objects carried and the fire reflecting the objects upon the cave wall as well as the voices of those carrying the objects. At first, the prisoners cannot fulfill the directed observation due to their blinded condition, but they will retain the fact that these objects are the cause of the shadows, as the voices are the cause of the echoes.

Participation begins as the slave starts up the rugged ascent. This new blindness reminds the slave of the earlier condition with the fire. Fire and the sun are compared with the prereference for darkness and reflections outside of the cave. This process of expanding the data bases helps the slave act as a player in a drama, but in carrying out the actions this new situation makes possible, the slave recalls the fellow prisoners. An ordering of the Exposure and Participation clarifies the learning. The sun, the changing seasons and the many objects of the world beyond the cave give a preparation for seeking meaning. The field activities, the use of data over time, the discussions with the inhabitants of the world lead to hypothesizing about trugh as well as its testing. The prisoner is faced

with a choice: To stay out where the skills can be reinforced, where the meanings of the search can be recreated - where role playing can check the meanings, and prepare for the comparative-contrastive analogy and the return to the cave is contrasted with staying out.

The summary of the movement leads to the second instance of force. As the prisoner was forced out of the cave, so the freed prisoner is ready to report upon this experience, to tell the prisoners; instead the freed slave must adjust to the dark once more to dramatize the life of the freed and of the unslaved; to challenge the chained to a new life; to a new ascent.

Though this is not the only interpretation of the analogy, it is a feasible one. The reason for the experiential taxonomy is clear in this analogy. But also are the temptations: At each level there is a temptation to stay, at each level there are those who have stayed; those who will stay to convince the person to discontinue the search and the sharing. For this reason, Chapters 10, 11, and 12 are not only informational, but also homiletic. Steinaker recognized the danger of skepticism - of staying ourside of the cave; of not sharing; of not criticizing what one knows.

The students do a short presentation. Each member of the group of five selects one of the levels. They play back their presentations. This time they code the person. From the five options, each group decides upon one for presentation to the class. This is coded by the class and compared with the coding the group did on its own. Each group has an opportunity to evaluate itself. They use the section of the evaluation chapter on Interpretation to note their strengths and weaknesses. Finally, they use the material from Chapter 4 on the 12 steps to develop a course of study and the chapter on Evaluation as the basis for their im-

provement. Chapters 10, 11, and 12 provide a taxonomic approach to this improvement also.

Since the groups are to put on a workshop to show their understanding of Chapter 11, they are better able to do so because of their use of Chapters 4, 8, and 9.

Steinaker realized that there are twleve steps in organizing a course of study. In using these, it became clear that they are in the order of intention, not that of execution. Thus, he began with the goals and rationale. Steps three to eleven become more and more specific and directed to the activities. Step 12 is extra as is Chapter 7. This chapter compares and contrasts critical thinking, creativity, and problem solving. At each level, for instance Exposure, there are differences. Thus creativity has an urge to create, critical thinking has the variable, and problem sharing has problem identification. Steinaker recognized the value of providing these optional ways of considering the content, materials, and methods so that students have options and challenges.

During the entire course, the students looked forward to the workshop on either discipline or motivation, using the taxonomy as their guide. To ensure their understanding, at the ninth week there is a taping. Each student selects a topic which can be handled as an introduction of a course of study, as a group discussion, or as a lecture. The students tape this three minute presentation. They then listen to each presentation and code it using the descriptions provided for each strategy in Table 8.1. From the five presentations from each group, one is selected for class presentation. Not knowing whose each is, the students code the presentation and evaluate it. Chapter 9 gives a set of criteria for evaluation.

The class uses these criteria to criticize the presentations. Then the small groups take the class codings and criticisms to compare with their own. Therefore, in a single week they move through Exposure, Participation, Identification, Internalization, and Dissemination as teachers, learners, and evaluators.

During the last weeks of the course, the students present their workshops. The pattern varies, but usually the five members divide the content through the five levels. Two weeks before coming to class, they have informed the other students which materials on reserve they will be using of Edward Deci or Carl Glickman so that the students will be prepared to participate and identify. The groups attempt to move the others through Identification and Internalization, and occasionally to informational or homiletic Dissemination.

Each student is given a pass or a fail on the workshop. This is equal to the grade from the five papers on the levels. If the student fails or receives a lower grade on the five essays than he or she would desire, there is a final examination which uses the tables and charts from the course. These large reproductions have the material of the course in short form. Each student is quizzed on these and on the workshops.

CONCLUSION

Traditionally, Educational Psychology has been a content-oriented course covering methodology, measurement, and learning theories. Recently those in teacher education have been required to add a large clinical and field component to the course.

The experiential taxonomy is flexible enough to include both components. Yet it recognizes the complexity of the teaching-learning act. By accepting the analogy which Plato originally grasped, the taxonomy is of value not only for the teaching-learning act, but for any case where a conversion is expected and desired.